

Unit Title:	Supply and exchange injecting equipment for individuals
Unit sector reference:	ASM 35
Level:	3
Credit value:	3
Guided learning hours:	18
Unit accreditation number:	D/501/0599

Unit purpose and aim

This unit is for those who supply and exchange injecting equipment for substance users. This involves establishing the extent and type of individuals' injecting behaviour, providing harm minimisation advice, providing injecting equipment and exchanging used injecting equipment. It also includes maintaining records of the supply and exchange of injecting equipment in order that the service can be monitored and evaluated.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand policy and procedures for the supply and exchange of injecting equipment	1.1 Describe organisational policies and procedures for supply and exchange of injecting equipment 1.2 Explain policy guidelines and legislation for needle exchange with children, young people and individuals with learning difficulties 1.3 Identify the potential benefits of brief interventions with substance users 1.4 Describe the range of behaviours that can be expected from substance users, and how to deal with these 1.5 Describe how to recognise and deal with immediate risk of danger to individuals who have used substances 1.6 Describe the potential blood borne viruses 1.7 Explain what to do in the event of a needle stick injury occurring	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	1.8 Describe the range of substance misuse services available in the locality 1.9 Explain legal and organisational procedures and requirements regarding the recording, storage and passing on of information relating to individuals and work undertaken with them	
2 Conduct initial assessment of substance users and provide relevant advice	2.1 Establish whether the individual is injecting and the frequency of injecting 2.2 Conduct a health assessment with the individual (e.g. noting skin conditions, abscesses, injecting sites) 2.3 Provide relevant and timely advice e.g. a) safe or safer injecting techniques and sites b) harm minimisation c) primary health d) safer sex 2.4 Provide advice and resources for safe storage and disposal of injecting equipment 2.5 Refer individuals to other services according to identified need 2.6 Liaise with providers of other services in line with policies and protocol	
3 Supply and exchange injecting equipment	3.1 Demonstrate that: a) adequate stocks of injecting equipment are maintained b) injecting equipment is stored safely and securely 3.2 Dispense injecting equipment to individuals in line with the assessment of their needs 3.3 Demonstrate safe handling of dispensed and returned injecting equipment 3.4 Carry out the exchange process discreetly to	

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	maintain confidentiality 3.5 Describe how to deal with any spillages and discarded needles and syringes using the appropriate materials 3.6 Maintain records of: a) injecting equipment supply and exchange in line with organisational procedures b) the needle exchange service.	

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

Evidence requirements

Evidence Requirements for this unit:

You must provide your assessor with evidence for **all** the learning outcomes and assessment criteria. The evidence must be provided in the following ways taking into account any of the special considerations below.

Special Considerations:

Simulation **is not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in the sector.

Required sources of performance and knowledge evidence:

Observation and/or Expert Witness Testimony is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this is likely to provide most of the evidence for the assessment criteria for this unit.

Other sources of performance and knowledge evidence:

The following assessment criteria may be difficult to evidence by observation and/or expert witness testimony because they refer to contingencies or infrequently occurring activities:

Refer individuals to other services according to identified need.

Your assessor will identify other sources of evidence to ensure that the most reliable and efficient mix of evidence gathering methods from the list below. This will ensure that all learning outcomes and assessment criteria are met and that the consistency of your performance can be established.

- **Work Products:** These are non-confidential records made, or contributed to, by you e.g. information leaflets on needle exchange services.
- **Confidential Records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio e.g. Case records, needle exchange records and Care plans.
- **Questioning:** Questions may be oral or written. In each case the question and your answer will need to be recorded e.g. identify the potential benefits of brief interventions with substance users.
- **Professional discussion:** This should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice; policies, procedures and legislation, and that you can critically evaluate their application e.g. outline the organisational policies and procedures for supply and exchange of injecting equipment.
- **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas of your qualification. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a candidate/ reflective account to provide some of the evidence for this unit e.g. how you have liaised with providers of other services in line with policies and protocols.
- **Witness Testimony**
Colleagues, allied professionals and individuals with whom you work may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.

Unit Guidance

The evidence for this unit is likely to come from:

- a The observation of the candidate working with an individual
- b Confidential care plans and case records, and
- c The candidate's explanation of their work with this and other individuals recorded either through professional discussion or a reflective account.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit is directly related to the Skills for Health/DANOS national occupational standard:

AH3 Supply and exchange injecting equipment for individuals

This also appears in Health and Social Care Standards as HSC380.

NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.